Read Aloud a Mentor Procedural Text 2

1. Focus

Introduce the Mentor Procedural Text

Ask: Have you ever wished you could draw things better? How many of you know how to draw something? (Allow responses.) Today I’m going to read aloud a procedural text. This text explains how to draw something very specific. The title is “How to Draw a Piece of Happy Toast.” Usually the title in a procedural text tells us what the procedure will be teaching us to do.

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the procedural text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Procedural Text

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of a procedural text:

1. Procedural texts often include a bulleted list of supplies and equipment listed in the order in which they are used.
2. Directions may be in short-paragraph form and use sequence words, such as next, now, and finally.
3. Procedural texts often include graphics that visually explain the steps.
4. Procedural texts sometimes include tips.

Procedures may include a bulleted list of materials

Before reading page 12. Say: Usually procedural texts include a list of materials. This writer includes a list of items that I will need in order to do the procedure. I can gather them ahead of time to make sure that I have everything before I start. I will not have to stop and look for items as I am trying to draw.

Directions in a Paragraph

Page 12, after Directions paragraph. Say: Sometimes writers of procedural texts provide a numbered list of steps to follow. Procedural texts can also provide directions in a paragraph, like this writer does. She includes sequence words to help me understand the order. The word next tells me that I’m supposed to draw an arch after I draw the light lines. The word now tells me when I’m ready to draw the facial features. The word finally tells me that this is the last step. It’s important to include sequence words so that the reader can see how all the steps fit together and the order in which they happen.

Graphics

After reading page 12. Say: As I read this paragraph, I use the pictures to help me better understand the directions. Often procedural texts include pictures that show what the words say. The pictures make the steps more clear.
Tips
After reading page 12. Say: This writer includes a tip that gives me an idea of how I can adapt my picture of happy toast. Tips are a good way to make the directions more fun and interesting to the reader.

2. Rehearse

Respond Orally to the Mentor Procedural Text

After reading, invite students to share their own ideas and reactions about the text by asking questions such as:

• How does the title help you decide whether you want to do this activity?
• How do you feel about the directions being written as a paragraph instead of as a numbered list?
• How do the pictures help you to understand the steps better?

If necessary, model the following sentence frames to support ELs and struggling students:

• The title ______.
• I thought the directions were ______.
• The pictures helped me ______.

3. Independent Writing and Conferring

Say: Remember that when you write a procedural text, you are giving directions. Today we learned that you can write the steps in a paragraph and use signal words like first, next, and then to help readers recognize the order of the steps. You can also include a tip in your directions. This will help the reader do the procedure correctly.

Encourage students to write three steps of a procedure using signal words such as first, next, and then.

4. Share

Bring students together. Invite two or three students who used sequence signal words to read aloud the steps they wrote in their paragraphs.

Make the Mentor Text Comprehensible for ELs

Beginning
Gather the supplies listed in the materials list. Name each object and have students repeat. Write the names of the objects on self-stick notes and place them on the materials.

Intermediate and Advanced
Involve students in a discussion about drawing and the materials they need. Ask: What do you like to draw? What materials do you need to draw this? What is the first thing you do to draw your picture?

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognate: accessories/los accesorios.